

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher is going to describe the teaching and learning process of English at Hj. Isriati 2 Kindergarten in terms of teaching materials, teaching methods, and learning assessments. Then, that description is going to be analyzed by the principle of English language teaching learning process for kindergarten level. Before describing the result of the research, the researcher describes about general illustration of Hj. Isriati 2 Kindergarten.

A. General Illustration of Hj. Isriati 2 Kindergarten

1. History of Establishing Hj. Isriati 2 Kindergarten Semarang

Hj. Isriati 2 Kindergarten Semarang is established by Institution of Islamic Centre which is led by Drs. KH. A.Syirozi Zuhdi. It is established in 1989th. Hj. Isriati 2 Kindergarten Semarang has 25 teachers. Every years the students who wants to study there for about 300 students, but the school just accept 240 students to study there.

2. School Location

Hj.Tk. Isriati 2 Kindergarten is located at Jl. Abdurrahman Saleh no, 850 tlf/fax (024) 7694191 Manyaran Semarang. This location is comfort and calm. So, the students can learn comfortably.

3. Facilities

Facilities of Hj. Isriati 2 Kindergarten Semarang has enough facilities. They are outdoor one playground, one headmaster room, eight classrooms, one teacher toilets, five students toilet, one kitchen, one administration room, etc.

4. Teaching and Learning at Hj. Isriati 2 Semarang

Learning materials in Hj. Isriati 2 Kindergarten is more thematic.

In order not to waste time, effort and cost the researcher only discussed Community Learning at class of 2A in Hj. Isriati 2 Kindergarten Semarang in this thesis, because the researcher visited Hj. Isriati 2 Kindergarten Semarang directly while doing the research, and researcher decides to do the research especially on class 2A of Hj. Isriati 2 Semarang because the class is more interactive and the teacher use same methods in teaching learning process in every class.

In Hj. Isriati 2 kindergarten Semarang, teaching and learning activity is done from Monday to Saturday. For English subject there were three times in a week.

B. Finding

1. English Language Teaching materials at Hj. Isriati 2 Kindergarten Semarang

a. Coverage of the materials

Before selecting materials, Hj. Isriati 2 Kindergarten had decided the objectives of English language teaching learning. It is to prepare the students to learn English in higher school. The students are expected to get the vocabularies of everything around them, pronounce, and write them accurately.

Teaching materials had been selected, planned, and organized in syllabus. They are more emphasized on the developing vocabulary of daily things and events of children, pronunciation, and word-writing. The syllabus is organized by the themes. The themes contain the topics. All of the materials are the vocabulary related with the topic.⁷⁰

In the first semester, the themes are as follows: Self identity, counting 1-10, colours, part of body, my Family. And the second semester, the themes are as follows: Animals, Vegetables, Fruits, Transportation, Professions, Five Senses, Solar system⁷¹.

The Result of Observation, on 28th March and 30th March 2013 the material was kinds of animals, on 03th April and on 04th April the material was fruits, and on 06th April was Professions and 10th April was Five Senses.

⁷⁰Interviewing the teacher (unschedule)

⁷¹Interviewing the teacher (05 April 2013)

The materials are obtained through some textbooks. The teacher used some textbooks because there was not a book which contains all of materials needed.

The teacher using many textbooks become the teaching program. It means that the textbooks are as complementary material .There were some textbooks that is used by the teacher: *Little Pip and Rainbow Wish, Elizabeth Baguley Caroline Pedler: Erlangga for Kids. 2008, Bahasa Inggris untuk TK, Kurikulum 2006. Condrywati, Siti Budihandayani dkk: Erlangga for Kids. PT Gelora Aksara Pratama :2007, High in the Air (It is about Air Transport). Maharani: Gapprint Erlangga,2009, Belajar Bahasa Inggris Yuuk. CV. Widya Lika Utama:Jakarta.*⁷²

In Hj.Isriati 2 kindergarten Semarang, the teacher always using teaching aids when teaching learning go on.It is to help the students understand the lesson. They were pictures, flashcards, and usually the teacher uses real concrete objects, such as thing inside a classroom, etc.⁷³

Preparing the planning of learning is one of the duties of teacher. Planning of learning is an activity of projecting what actions will be implemented in a learning process. Because the teacher of English subject is the rolling teacher, she did not make a lesson plan and just made a note about the planning.

⁷²Interviewing the teacher (Unscedule)

⁷³Observation

2. English Language Teaching Learning Methods Used at Hj. Isriati 2 Kindergarten

a. Methods used in English language Teaching and Learning

English language teaching learning at Hj.Isriati 2 uses several methods; in every meeting of English language teaching learning, the teacher does not only use a method. There are various methods are used, among other, Communicative language teaching method, Audio lingual, Total Physical Respond, Question and Answer method, and discussion method.

From the observation result, it can be described the methods of English language teaching learning as follows:

1) Communicative Language Teaching Method

Communicative Language Teaching Method, there are many activities can be applied for variety of games, role play, simulations, story telling,etc. This method is used in English language teaching learning in Hj. Isriati 2 kindergarten by storytelling.

a) Story Telling Technique

This technique is done for brainstorming. The teacher tells a story related the topic what will be taught and learnt. For example, when the topic of English teaching learning is about animals, the teacher told a story about "*Very Lady Lazy Bird*" which in this story consists of some animals, so the students indirectly get some new

vocabularies about kinds animals. The teacher told the story by mixing Indonesian and English language. When the teacher told the story, the teacher asked to the students to sit down on the mat and make a circle formation, she used some expression to describe the situation in the story. So, it made the students interested in hearing the story. But, sometimes there were students who always made a noise⁷⁴.

2) Total Physical Respond (TPR) Method

This method used to make the students more understand about the materials. The teacher said interrogative sentences and the students have to respond by pointing out what the teacher said. For example when the teacher asked, “Where is the star fruits?” then the students respond by pointing out the picture of star fruits. And this method is used for the teacher’s instruction. For example, when the teacher gave command to students to stand up, sit down, keep silent, make a circle, sit down on the mat, be quite, etc. .By using some expression, and the students have to respond it.⁷⁵

3) Questions and answer Method

This technique is often used in teaching and learning process. Usually the teacher and the students sit

⁷⁴Observation (03 April 2013)A2 (08:30-09:15)

⁷⁵Observation on 03 April 2013 (08:30 -)9:15)

down on the mat in circle formation to talk about everything related the topic will be and have been taught and learned. As the result this technique was used when the material was five senses and fruits

For example, the teacher invited the students to talk about fruits

T : Siapa yang tadi waktu sarapan makan buah?

Ss : Saya ,, saya

T : Mb Dilla, coba temannya dikasih tau , tadi mbak
Dilla makan buah apa?

S : Buah Apel

T : Apel is Apple.

Apa anak-anak Apel in English?

Ss : Apel is Apple

T : Siapa lagi ya yang tadi makan buah waktu sarapan?

S : Saya tadi makan jeruk miss.

T : How about Jeruk?

S : Orange

T : Jeruk is Orange

Ss : Jeruk is Orange

The students not only listen what the teacher said, but, they also express what they are thinking and feeling by

mixing in Indonesian and English language. Indirectly, the students learnt the vocabulary about fruits⁷⁶.

4) Sing a Song

Besides using the methods above, sing a songs are also used for English language teaching learning at Hj.Isriati 2 Kindergarten, because the students can be easier to remember about kinds of vocabularies. For example, when the topic of English teaching learning is kinds of fruits, kinds of animals, and part of body, the teacher used sing a song as the technique.⁷⁷The lyrics are as follows:

The lyric about part of body :

You see with your eyes with your eyes

blink blik

You you hear with your ear with your ear

ngook ngook

You sneezee with your nose with your nose

hachhhhhiiing

You kisss with your lips with your lips

Mmmuuuuuaaacch

The lyric about kinds of animal

Unta camel

Unta camel

⁷⁶Observation 03 April 2013 (08:30-09:15)

⁷⁷Observation 28th March, 03th April, and 04th April

Katak Frog

Katak frog

Buaya Crocodile

Buaya Crocodile

Sapi cow

Sapi cow

The lyric about fruits

There are some fruits

There I like

Mango is manga

Apel is apel

Pineapple is nanas

Orange is jeruk

Mango, apel, pineapple, orange.

The students were so happy when the teacher invited them to sing a song together. And this activity often used by teacher when opening the lesson in every meeting.

3. Learning assessment at Hj.Isriati 2 Kindergarten

For successfulness in English teaching learning, In Hj.Isriati 2 Kindergarten Semarang, the teacher also used assessment whether informal or formal assessment. Informal assessment is for formative, diagnostic, and evaluative purposes. And formal assessment is for summative and informative purposes. Most of the assessments are in accuracy

activities than fluency activities. The focus on assessing is on accurate vocabulary and pronunciation. By assessments the teacher can assess how far the successfulness of teaching learning process. And the students' improvement.

Informal assessments are done by some techniques. They are asking the students to mention the vocabulary of the physical object showed by the teacher, and using questions.

a. Asking The Students to Mention The Vocabulary

This assessment is done by the teacher before the teaching learning process it started. It was to remind the students about material or vocabulary that they have learned in previous meeting. In conducted informal assessment the teachers' asked the students some vocabularies, for examples, "What is unta in English? Then the students answered it, and teacher invited all students to repeat it. Then teacher asked again, "What is sapi, katak, buaya, etc in English?". After the students reminded about some vocabularies, the teacher continued the lesson.

This assessment also is done by the teacher after the teaching learning process finished, it was to make the teacher analyzed the students remember about vocabulary that have they learned or not. For example, when the teacher tells about animals the students mention kinds of animals together, and then the teacher asked the students to answer

what the name of the animals according to the pictures by raise their hand first. This technique is done to make the students remember some vocabularies.⁷⁸

b. Using Question

The teacher also assessed students' learning by the questions, such as "who is....?", "where is...?"

When the teacher and the students discuss about professions and place of work, the students asked about what their mothers and fathers professions. When they answer by Indonesian, the teacher asks again "What is....?" Finally, if there is no answer it in English, the teacher gives attempts to translate it in English.⁷⁹

T: Who is he?

Siapa ini?

SS : Doctor

T: Where is he going to work?

SS : "Rumah sakit"

T: What?"

(The teacher asked the students to repeat it)

SS : "Hospital"

For formal assessments the teacher assessed by creating task and mention some vocabularies. For example by using a task, the teacher prepared some papers to the

⁷⁸Observation ,28 March 2013 (07: 30- 08 :15)

⁷⁹Observation, (06 April 2013)

students and every paper contents of fruits pictures and blank the words, then the students must fill the blank of word according the pictures.⁸⁰

a. Task

Formal assessment was made with the task, for example the teacher prepared a paper to the students one by one which content of fruits pictures and blank the words, the students matched the words with the pictures and filling the blanks.

The teacher provides fruit vocabulary list on the white board and the students have to choose the correct name of the fruits. This assessment is for individual students, so, the students have to do it one by one. Many of the students do it correctly.

Drawing and coloring also were used by the teacher to assess their students. The teacher asked the students to draw and colour their favorite fruits and wrote down the name of the fruits in English.

b. Using Questions

The teacher also used this technique to assess their students in formal assessment. The teacher used this technique. In the activities, the teacher asked the students one by one to come forward to look at the picture and teacher asked the students some vocabularies, for example :

⁸⁰Observation, (04 April 2013)

“What is this?” the students answer “Police, Doctor, Farmer” and so on, when the students couldn’t answer, the teacher corrected directly. And in this assessment the teacher’s record in a form of score.

Feedback

In assessing students learning, Hj.Isriati 2 kindergarten Semarang the teacher give feedbacks including corrective feedback, praising, giving reward, and grading.

1) Corrective feedback

For corrective feedback, the teacher uses question “Is it right?” gesture; shaking her head, facial expression, getting it right, reformulation, and quite hint.⁸¹

2) Praising and Giving Reward

The teacher also gives praising and reward for the students who can do the task correctly; the teacher gave “Daddy Finger”, and wrote down the students’ name in a picture of stars and sometimes giving sticker picture as reward.⁸²

⁸¹Observation

⁸²Observation

3) Grading

For formal (summative) assessments, the teacher grades the students' work by comments such as excellent, good, bad, and fail.⁸³

C. Discussion

1. Analysis of English Language Teaching materials at Hj. Isriati 2 Kindergarten

To make teaching learning more successful, the material must be selected appropriately. Before selecting material, the teacher must decide the objectives of English language teaching. According to Brewster, Ellis, and Girard's, the basic objective of teaching English language for children is to prepare them to learn it at higher school. Psychologically, it means that they will motivate to learn English for interest and fun and they will become aware that what they say and write in their first language can be said and written in English language. Tk.Hj.Isriati 2 Kindergarten has decided the objectives of English language teaching. It agrees with Brewster, Ellis, and Girard's opinion. In Hj. Isriati 2 Kindergarten, the students were expected to get the vocabularies of everything around them, pronounce, and write them accurately.

For being guidance, syllabus and lesson plan should be produced. It is for supporting the English language teaching. In making English syllabus for kindergarten, the material can be

⁸³Observation

started with vocabulary of everything around the children's environment. The chosen topic must be relevant to children's lives, such as school, food, sport, animal and all language should be used everyday context. The English teaching materials for kindergarten students must be fun, enjoyable and not pressured.

The English syllabus had been produced by Hj. Isriati 2 kindergarten is appropriate for kindergarten. The material is started with the vocabularies of everything around the students' environment. But the teacher of English subject (rolling teacher) at Hj. Isriati 2 kindergarten Semarang didn't make lesson plan, she just made a note about the activities that will be taught. Because who must make a daily lesson plan is the classroom teacher. In every class there were 2 classroom teacher.

2. Analysis of English Language Teaching Learning Methods Used at H. Isriati 2 Kindergarten.

The methods used to teach English for kindergarten students should not be pressured. It means that classes can be enjoyable experience for teacher and students. The principle of the methods is relevant with the children's development.⁸⁴ In deciding what methods will be used for English teaching learning, the teacher has to consider the students' characteristics.

⁸⁴Moeslichatoen R, *Metode Pengajaran di Taman Kanak-Kanak*, third Ed, (Jakarta: Rineka Cipta, 2004), p. 15

English language teaching learning methods used at Hj.Isriati 2 kindergarten are appropriate for kindergarten students. They are suitable with the principles of English language teaching learning for kindergarten students.

The methods used are various, among other, Communicative language teaching, Total Physical Respond, Question and answer method. From the observation result, it can be described the methods of English language teaching and learning as follows:

1) Communicative language teaching

Communicative language teaching method is also used in English language teaching learning at Hj.Isriati 2 kindergarten. It can be indicated by the characteristics of communicative language teaching which appears; language is used in pragmatic, authentic, functional use for meaningful purpose, there are fluency and accuracy activities.

The activities of communicative language teaching method can make interaction. From interaction, the students can obtain English language input. It is the same as functionalism (interactionism) theoretical approach of language acquisition. The students will internalize the meaning what happen in the interaction. At least, the students can acquire English language.

Communicative language teaching in Hj. Isriati 2 Kindergarten is implemented by storytelling. It is appropriate for kindergarten students because the techniques are suitable with the students' characteristic. They will be explained below:

a) In storytelling, the students learn English by lot of hearing and experiencing. This is suitable with the kindergarten students' characteristic that they are easier in acquiring English language through lot of hearing and experiencing.

2) Total Physical Respond

This method involves the students listening and responding to command given by the teacher by acting. The implementation of TPR in Hj.Isriati 2 kindergarten is using interrogative sentences. It is "Where is...?" and the students have to point out what the teacher asked.

This method is suitable with the kindergarten students' characteristic that they are easier in acquiring English language through lot of hearing and experiencing. Because in TPR method, the respond of teacher' command is motor activity which experienced by the students.

3) Question and answer method

In question and answer method, the teacher and the students sit down on the mat in circle formation to talk

about everything related the topic will be and have been taught and learned. The teacher tries to create non formal teaching situation. It is suitable with one of the students' characteristics that the kindergarten students are less amenable in formal teaching. They are easier to understand the lesson through non formal teaching. The teacher tries to involve the students' life as the topic in conversation. This could make the students are interested. It is suitable with one of kindergarten students' characteristics which they are egocentric. They are enthusiastic in talking about themselves and something related with their own life.

4) Sing a song

In sing a song technique, the teacher were often invited the students sing a song together before or after study. It can make students interested in study the new something. In sing a song technique the students can enjoy to study.

3. Analysis of Learning assessment at Hj.Isriati 2 Kindergarten

Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning.⁸⁵ There are some purposes of

⁸⁵Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher Guide* (China: Pinguin English, 2003) .p. 244

assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students' need to be supported (diagnostic). And forth, it is also to check the effectiveness of teaching method and learning material (evaluative).⁸⁶In Hj. Isriati 2 kindergarten teacher makes informal assessment for formative, diagnostic, and evaluative purposes. And formal assessment is summative purpose.

a. The Techniques of Informal and Formal Learning Assessment

In Hj.Isriati 2 kindergarten the assessments (formal and informal) that have been done is appropriate for kindergarten students. The technique of learning assessment in Hj.Isriati 2 Kindergarten, asking the students to mention the vocabulary of the physical object showed by the teacher, using question, drawing and colouring as a playing technique, and using tasks. Those techniques are suitable with the principle of assessing kindergarten students. The technique should be interesting and suitable with children's and young people's cognitive and social development.

⁸⁶Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher Guide*, p. 245

b. Feedback

For informal assessment, the teacher must give feedback or correction for students' mistakes whether the mistake are slips, errors, or attempts. It is for students' progress in learning. When the students are able to do the tasks or answer what the teacher asks correctly, the teacher should give the praise or reward for them because the praise and reward can give extrinsic motivation for the students.

In Hj. Isriati 2 Kindergarten, the teacher has given appropriate feedback for the students, whether corrective feedback, praising, and giving reward. The teacher gives appropriate corrective feedback because it did not make the students threatened and suitable with the principle of giving corrective feedback.

The teacher mostly gave praise and gave reward for the students who succeeded doing or answering the teacher's question correctly. It is suitable with the kindergarten students' characteristic that they still needed individual attention as much as possible.